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ABSTRACT

This second in a series of six learning modules on student vocational organizations is designed to assist secondary and postsecondary vocational teachers in establishing or upgrading a student organization or club. The terminal objective for the module is to establish a student vocational organization. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading (covering various aspects of developing an organization, e.g., guidelines for constitutions and by laws), self-check quizzes, model answers, case studies to critique, model critiques and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger field-tested series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers.) (SH)

ED149115

MODULE

H-2

Establish a Student Vocational Organization

MODULE H-2 OF CATEGORY H—STUDENT VOCATIONAL ORGANIZATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

The operation of a successful student vocational organization depends on a solid rationale for the organization's existence. The advisor must strongly believe that the activity is important and has a real place in a vocational curriculum. A sound rationale is not enough, however. There are certain steps which must be taken in establishing the student vocational organization which will ensure a smooth beginning and provide a solid foundation for all the activities the students will be undertaking under the advisor's direction. The ad-

visor must be prepared to—

1. gain administrative approval for establishing the student vocational organization
2. communicate with the state department of education unit responsible for vocational youth organizations related to his/her vocational area
3. create student interest in the organization
4. communicate with parents
5. conduct an organizational meeting
6. orient students to the organization
7. develop a constitution and bylaws
8. affiliate with state and national organizations

Though the details of organizing a student vocational organization will vary with the specific occupational area, general principles and practices apply to all. It should be noted that some organizations refer to the local unit as a "chapter" and others as a "club"; in this module, the terms are used interchangeably.

The objective of this module is to assist the new advisor (or the present advisor wishing to upgrade his/her youth program) with the task of actually establishing an organization. The advisor will need additional competencies to effectively operate the student vocational organization, but these first steps play a major role in setting the stage for a successful program. The competencies developed by a vocational teacher as he/she builds a youth organization carry over into other areas such as instruction, supervision, and human relations. For that reason, the learning experiences in this module should also be considered a personal growth experience for the vocational teacher.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, establish a student vocational organization. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in establishing a student vocational organization (*Learning Experience I*).
2. Given a case study describing how a hypothetical advisor established a student vocational organization, critique the performance of that advisor (*Learning Experience II*).

Prerequisites

To complete this module, you must have developed a personal philosophy concerning student vocational organizations. If you have not already developed such a philosophy, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following module:

- *Develop a Personal Philosophy Concerning Student Vocational Organizations*, Module H–1

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

The official handbook for the student vocational organization in your service area.

Optional

A student vocational organization advisor experienced in establishing an organization with whom you can consult.

A new student vocational organization whose organizational meeting you can attend.

A student vocational organization member with whom you can discuss orientation approaches.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can establish a student vocational organization.

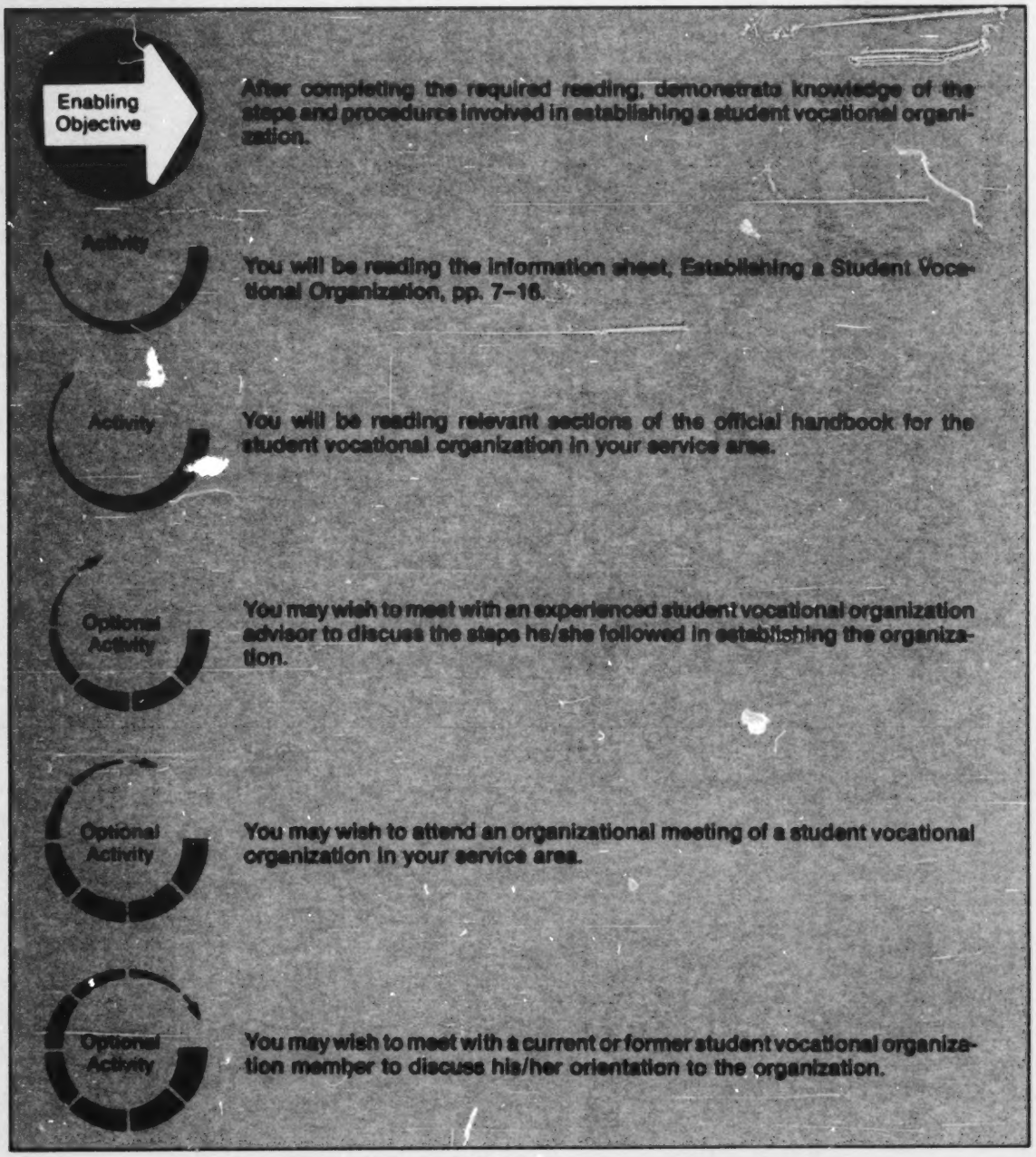
A resource person to assess your competency in establishing a student vocational organization.

This module covers performance element numbers 270–275, 277, 280, 292 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the steps and procedures involved in establishing a student vocational organization.
Activity
You will be reading the information sheet, Establishing a Student Vocational Organization, pp. 7–16.
Activity
You will be reading relevant sections of the official handbook for the student vocational organization in your service area.
Optional Activity
You may wish to meet with an experienced student vocational organization advisor to discuss the steps he/she followed in establishing the organization.
Optional Activity
You may wish to attend an organizational meeting of a student vocational organization in your service area.
Optional Activity
You may wish to meet with a current or former student vocational organization member to discuss his/her orientation to the organization.

Activity

For information on the steps and procedures involved in establishing a student vocational organization, read the following information sheet:

ESTABLISHING A STUDENT VOCATIONAL ORGANIZATION

Working with the School Administration

Perhaps the most critical step in the establishment of a student vocational organization is gaining the enthusiastic and sympathetic support of the school administration. Many valiant efforts by well-meaning youth advisors have failed simply because there was little or no effort made to work with the school administration. The belief of the advisor in the benefits of the organization is critical. However, an advisor who fails to generate this same enthusiasm in the school administration may very well falter in an effort to create a successful youth program.

A meeting with the administration in which you discuss the purposes, philosophy, and positive benefits of the student vocational organization for both students and school is a wise approach. Highlighting the major activities of a successful youth program with examples of activities undertaken in other school systems should be effective. Be emphatic about the fact that student vocational organization activities are designed to be a part of the vocational curriculum and will assist with the personal growth of the student. Few administrators will be opposed to an effort that is specifically designed to develop positive student attitudes and reinforce essential learnings.

The administrators will want to know the following things.

- What steps are to be taken to establish the organization?
- What facilities will be used, and how?
- What time will be required of the teacher?
- What will be the extent of the activities?
- What will be the involvement of people outside the school?

You must know your administrator and be prepared to present your proposal in an effective and tactful manner. In some situations, you may find it wise to take him/her with you to visit a chapter in a school system with a good program or to a regional or state youth conference to view student activities at those levels. You may wish to include in your presentation some audiovisuals and/or literature, or involve interested students and other faculty in your meeting to give support to the cause.

Probably the most beneficial approach in dealing with the administration in obtaining continuing support for your student vocational organization is to involve key administrators as adult or associate members of the organization. The installation event should be handled in a dignified manner to ensure that the individuals feel they are part of something worthwhile. Once the administrator has identified with the organization, keep him/her involved, and you will find a supporter who will give added zest and spark to your program. Do not dismiss this activity as something that might be nice to do if you have time. Plan immediately to involve members of the administration as active participants in the student vocational organization.

Communicating with the State Association

Each vocational service area usually has an individual at the state level whose responsibility is to work with the student vocational organization specific to that area. To find out who your state advisor is, you may contact the national office of the organization, your state department of education, or the advisor of a local chapter in your area.

The state advisor usually is the source for all materials available relating to the student voca-

tional organization. Many state associations have organizational packets available to assist in the initial effort of establishing the student vocational organization. These packets include—

- an official guide or handbook
- the state and national constitution
- a recommended local constitution
- program of activities
- affiliation forms (to join the state and national organization)
- chapter supplies catalogues
- awards and contest information
- leadership materials

Some states use state officers and/or instructors in adjacent school systems to assist you in the development of your organization. Many student vocational organizations assist in organizing new chapters, and their interest in the development of your chapter is genuine.

Be certain that you have **all** materials available that relate to your organization. Each publication has a purpose; do not assume that some of the publications available may not be relevant.

The state office can be a valuable source of information in the creation of a student vocational organization. However, do not rely on the state office to give individual attention to your needs. State advisors are often part-time workers and have other administrative duties in the state operation. The success of the program relies on an advisor who works to find answers and keeps the enthusiasm of those involved at a high level.

Motivating Students

A successful chapter requires capable officers, a challenging program, adequate financing, shared responsibilities, and proper equipment and records. Most importantly, however, it requires knowledgeable and motivated members. The task of securing student and parent approval and support is not a one-time affair, but is continuous. Because you encounter a new group of incoming students each year and frequently some new students during the year, the task of selling the opportunities available through the organization is always present. In fact, the advisor who performs

this task well is most likely to have a chapter growing in effectiveness and in popularity.

Your students must be aware that the organization is an important segment of the vocational program. Your positive attitude towards the organization will convey itself to students. You must use adequate time during regular classes to discuss the organization with the students and examine the manuals and handbooks. Every aspect of the student vocational organization, with emphasis on individual benefits, should be discussed. Slides, films, and brochures may assist in this effort. Speakers, other advisors, members of youth groups from adjoining schools, or members of other successful youth organizations in your school can help motivate students to join and participate. The state association may have lists of such resources for you to use in your initial efforts to organize a chapter and/or motivate students to become involved.

While such careful introduction of students to the student vocational organization may seem time-consuming, students' attitudes towards the activity will be shaped by these initial activities. However, some instructors take weeks trying to convince students about the worth of this effort, instead of actually getting the activity off the ground and engaging in the activities of the organization. In the final analysis, there is no better motivational device than actual participation in the youth program.

Ideally, as students are acquiring knowledge of the purpose, activities, and values of other student vocational organizations, they will want to start doing something to get their own chapter going.

You will notice some students taking the lead in promoting a chapter. Ask these students to meet with you to discuss the concerns of their fellow students and the steps to be taken to establish a chapter. It is likely that they can assess student interest better than you can, in that students are often hesitant to express their feelings to a teacher.

Establish a committee of these interested students to report to you the candid responses of their classmates. You can accomplish this by having the committee divide the class membership so that each student is interviewed by a committee member whose relationship with the classmate will promote free and honest discussion. The reports from this committee should make clear the next steps to take to get student cooperation.

Whatever the effort or method, your students should understand that the activity is very important to the total vocational program. There should be no misunderstanding of expectations and responsibilities in the student vocational organization.

Former student vocational organization leaders can assist in organizing a new chapter or in orienting students to the benefits of the organization.

Communicating with Parents

Parents want the school to provide the best education possible for their children. You would be giving your students less than the best if you did not have an active student vocational organization in your service area. It is therefore important that the parents are fully aware of the efforts of the youth organization and your program to enhance their children's development.

Even though some communication exists between home and school, parents sometimes are not knowledgeable about the youth organization and how it affects their sons and daughters. Therefore, activities and communication must be developed to inform the parents. When parents become familiar with the program, their approval is almost guaranteed.

Keeping parents up to date can be accomplished through various promotional activities—letters, fliers, public relations, and sometimes personal visits—but the opportunity for parents to actually observe some activity of your chapter is probably the most meaningful.

A letter sent with appropriate handouts or brochures to parents of prospective members brings the parents closer to the organization. Sample 1 is an example of such a letter.

A "Parent Night" can provide the advisor with the opportunity to communicate the purposes and value of the organization. This one activity can mean the beginning not only of good parent relations but also community relations as the parents discuss this experience with their friends and acquaintances. A parent night often brings favorable comments from the community to the school administration, further reinforcing the value of vocational youth organizations.

Your approach to parents should be centered on doing what is best for their sons or daughters. Your mutual concern encompasses occupational experience, class performance, conduct, use of time, use of earnings, scholarship, citizenship, chapter participation, and overall vocational progress and personal improvement. Your task is to show parents how they can cooperate with the school in doing what is best for their children enrolled in vocational education.

SAMPLE 1

LETTER TO PARENTS OF PROSPECTIVE MEMBERS

Dear (Parent's Name):

By enrolling in a vocational education class at _____ School, your (son, daughter) has done more than just enroll in another class. (He, she) has actually embarked on a new way of life because of the many extraordinary advantages available through this experience.

In connection with the vocational program, your (son, daughter) will be invited to join the student vocational organization associated with the vocational program.

This youth program is a specific organization available for students enrolled in the vocational area chosen by your (son, daughter), and it is designed to give the student that something "extra" which will help (him, her) to take (his, her) place more effectively in society.

In our vocational chapter we stress leadership through the election of student officers. We stress participation through social activities, leadership development sessions, business meetings, and friendly competition by means of skill and academic contests on the local, district, and state levels.

The cost to the student for participation is being kept at a minimum. The dues are $3.00 for state and national membership, plus whatever local dues are required. Through these dues your (son, daughter) may take advantage of the chapter, and reap many benefits through active participation.

Sincerely,

The Vocational Instructor

Conducting an Organizational Meeting

During the initial days of school, students have been informed of the value of, and need for, the student vocational organization. While interest is high, you should hold an organizational meeting to get things started. This first meeting (involving all students) should be planned to be impressive and have an impact on the students. Hopefully, this impact will stir their interest in the activities of the youth group. Detailed planning and organization is necessary to create that first impression. Former student leaders or current members and advisors from other schools and organizations, as well as your own students, can be of help in this planning.

Enlist a group of your students to participate on a committee to plan and conduct the first meeting.

Although some of these students already will have demonstrated qualities of leadership, take a little time to discuss the qualities of a good leader and the responsibilities of the officers during your regular class sessions and during the meetings of this planning committee. Let the members of the committee decide who should be the temporary chairperson, the temporary secretary, and the other temporary officers that they feel are needed. The committee will have more to do than the members are likely to anticipate, so prepare them for their tasks and plan time for meetings.

As you work with the temporary officers and the planning committee, determine when and where the first meeting should be held. Determine who is to get clearance on the school calendar, have the meeting properly scheduled, and have the room set up for the meeting. Work to have 100 percent attendance at the meeting.

You may follow the meeting agenda suggested in your official manual. During the first meeting, some of the items may not apply, such as the opening ceremony, the creed, unfinished business, and closing ceremony. Omit these and decide what is to be included.

Be certain the agenda includes an **explanation of the purposes of the organization** and how these purposes relate to the growth and future of each student member. Emphasize that membership also means a responsibility to the organization—its purpose, goals, and values—as well as similar responsibilities to school and community.

The meeting should **describe the organizational structure** and the responsibilities of each organizational element, including **responsibilities of the individuals** who will be chosen to carry out the duties and assignments necessary for an effective organization.

Determine who is responsible for presenting known items of business such as—

- establishing a chapter
- adopting the constitution and bylaws
- selecting a nominating committee
- electing officers
- setting dues
- setting meeting dates and times
- planning the next meeting

Then be certain that you help each of the students fulfill his/her assignments so that each feels confident to participate and enjoys the satisfaction of success.

The temporary chairperson and other temporary officers may also need help in carrying out their responsibilities. You must give them the required attention so that their performance is successful. It may be wise to take a class period or two to teach the students some of the common activities of conducting a business meeting such as—

- receiving and disposing of a motion of business
- receiving and disposing of a motion and its amendments
- rising to a point of order
- referring to a committee
- adjourning a meeting

At this first meeting and also in later meetings, plan the business session so that it lasts from 30 minutes to not more than 45 minutes. With proper officer preparation, this can be done. This will permit important business to be conducted during the usual allotted time of an activity period. It also permits time to conduct the other activities of the chapter, whether they are social, recreational, or educational.

Orienting Students to the Organization

Students need to become oriented to the organization so that it becomes meaningful and educational for them. This is accomplished as the advisor promotes the organization in class sessions and through individual contacts. Students will form opinions about the organization based on their own study and observation as well as through contacts with classmates. Nevertheless, it is the advisor's responsibility to help students get things in correct focus, to recognize their proper roles in the chapter so that they can make their unique contributions and reap the benefits from active participation in the activities of the organization.

One way to motivate students to participate in the organization is to involve them in activities that bring obvious and immediate returns. Then, as students become involved in activities with less obvious rewards, it is to be hoped that the actual participation will become its own reward.

As with most leadership activities, many youth are reluctant to participate, and this reluctance is often based on peer pressures. This is sometimes

the case in a vocational classroom in which student vocational organization activities are treated as secondary to other activities. The instructor must fully integrate the activities and principles of the student vocational organization into the everyday classroom and laboratory experiences. In this way, students will realize its importance and meaning to the instructor. This integration is a common characteristic of successful student vocational organization programs.

Operating the student vocational organization as a **part of the curriculum** allows the free flow of chapter information in the everyday classroom environment. Such an approach enables the student to see the relationship between student vocational organization activities and his/her future as an American wage earner and citizen.

The advisor's effort to involve students in a specific phase of the various degree, award, or recognition programs offered by the student vocational organization is equally important. Each member must be actively involved in some phase or activity of the organization. **Involvement** is the key to the student accepting the activity as something meaningful and worthwhile.

The instructor should be aware of, and have student representation in, the district, regional, state, and national functions of the vocational youth organization. These events and activities not only bring recognition and reward to the individuals who participate in the activities, but also develop a sense of "team effort" as your chapter selects its representatives to these events. Competition with other chapters in the district, regional, state, and national activities creates enthusiasm that cannot be generated in any other fashion. The spirit of friendly competition with other chapters tends to elevate the aspirations and goals of the organization and creates new enthusiasm for chapter exchange. The success of these activities and events is directly related to the instructor. Your belief in the program, its activities and events, helps to determine the ultimate benefit to your students.

As an advisor, you are concerned with students' aspirations, concerns, and problems. In many cases, you will need to refer students with severe or special problems to those better qualified. However, you yourself can help students at this critical and sometimes troublesome time in their lives to get the most from their vocational education program, including the student organization. Once you have developed rapport with students, you can encourage them to discuss their vocational and other goals, their progress, and their problems. You can help them pursue worthy goals in an intelligent manner.

It is one of your responsibilities to help them plan and make commitments relating to participation in class work, occupational experience, and activities of the chapter. Here is where they are called upon to give serious thought to how the chapter program can help them achieve their overall goals. With your guidance, they can accept increasing responsibility in the organization, perform their roles effectively and, as a result, move closer to achieving their vocational and life goals.

Developing the Constitution and Bylaws

The official handbook or manual for the student vocational organization in your service area includes the constitution and bylaws that apply to the national, state, and local organizations. Your task and that of your students is to become thoroughly familiar with these official regulations. You will notice that the **constitution** deals with fundamental laws and principles that serve for a long period of time. They can be changed or additions can be made by following the stringent regulations prescribed by the constitution. In contrast, the **bylaws** are more easily changed and are designed to guide the operational procedures. For the local chapter, consideration should be given to areas such as:

- duties of officers
- procedure for electing officers
- responsibilities and committees
- meeting schedule
- financing of chapter activities
- responsibilities of members

The packet of materials which you receive from the state advisor should contain the information you need to write the bylaws (including state department policies for youth organizations). You may also have guidelines for developing the bylaws or even a sample constitution and bylaws.

Since it is quite difficult and time-consuming to involve all students in arriving at bylaws, have a committee of interested members study the needs and do the writing. During their deliberations, you should work with them to maintain interest and to ensure satisfactory results. Copies of the sug-

gested constitution and bylaws should be made available to the students. A few minutes of class time will be sufficient to get student reactions.

When it appears that the constitution and bylaws are reasonable, in keeping with school policy, not contrary to the state and national constitutions of the organization, and acceptable to the students, meet with your school administrator and seek his/her approval. After this has been granted, the final version should be presented at a designated meeting and accepted by a voting majority of the students. The final version should be placed on file with the state association.

Sample 2 is an example of a constitution and bylaws which you may refer to in developing your local constitution. Another excellent source of assistance is *Robert's Rules of Order, Revised Edition*,[1] under the section entitled "Bylaws" and subsection "Sample Bylaws." (*Robert's Rule of Order* also has several sections on the organization and development of a new association.)

Affiliating with the State and National Organization

During the organizational meeting the students should favorably vote on the motion to affiliate with the state and national organizations. A committee of students should write to the state advisor for your service area and request the materials needed to organize a local chapter, if you have not already secured these materials.

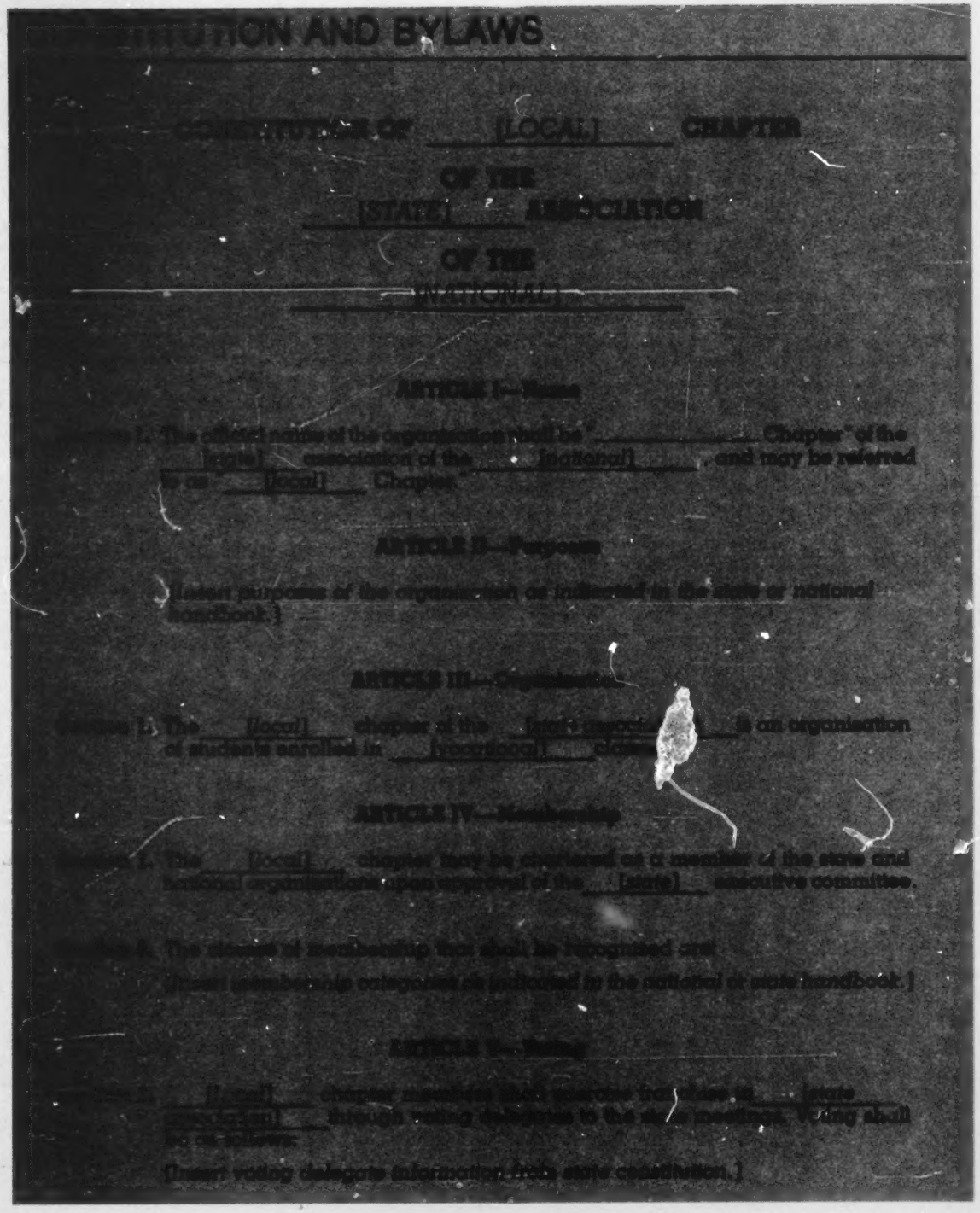
Among these materials should be the **application form** for the chapter representative to complete and return to the state advisor. The application form differs among the various service areas, but generally it requires the school and chapter name, date, address, name of the administrative head of the school, names of the officers, list of chapter members, copy of constitution and bylaws, chapter fee (ranging from $3.00–$5.00), annual membership dues (ranging from $1.50–$3.50 per member), and the signatures of the president and advisor.

After submitting the application, you will receive a certificate of charter signed by the state advisor and appropriate state officers. This entitles the chapter and, of course, the members to participate in the activities of the state and national organizations. In most of the vocational service areas, the members receive copies of the state and national news bulletins or magazines. Check your official manual to familiarize yourself with the rights and privileges of members. Be certain your students understand that they must submit annual reports to the state association in order to maintain good standing with the state and national organizations.

After you receive your charter, have it framed and prominently displayed in your classroom. (Some schools hang all charters in the school office for public display.) It should be a proud moment for you and each student member when your charter arrives.

1. Nat Onal (Ed.), *Robert's Rules of Order, Revised Edition* (Reston, VA: National Association of Secondary School Principals, 1974).

SAMPLE 2



CONSTITUTION AND BYLAWS

CONSTITUTION OF [LOCAL] CHAPTER

OF THE

[STATE] ASSOCIATION

OF THE

[NATIONAL]

ARTICLE I—Name

Section 1. The official name of the organization shall be "[local] Chapter" of the [state] association of the [national], and may be referred to as [local] Chapter.

ARTICLE II—Purpose

[Insert purpose of the organization as indicated in the state or national handbook.]

ARTICLE III—Organization

Section 1. The [local] chapter of the [state] association is an organization of students enrolled in [vocational] classes.

ARTICLE IV—Membership

Section 1. The [local] chapter may be chartered as a member of the state and national organizations upon approval of the [state] executive committee.

Section 2. The classes of membership that shall be recognized are [insert membership categories as indicated in the national or state handbook.]

ARTICLE V—Voting

Section 1. The [local] chapter membership shall exercise its voice in [state] affairs through voting delegates to the state meetings. Voting shall be as follows:

[Insert voting delegate information from state constitution.]

ARTICLE VI—Meetings

Section 1. Regular meetings shall be held at least once each month during the school year.

Section 2. Parliamentary procedure of all meetings will be governed by *Robert's Rules of Order, Revised Edition.*

ARTICLE VII—Officers

Section 1. The officers of the _____ chapter shall consist of a president, vice-president, secretary, treasurer, reporter, sergeant-at-arms, and parliamentarian; and each shall exercise the usual duties of the office to which he/she has been elected. [*These duties should be identified in the bylaws.*]

Section 2. The officers of the _____ chapter shall be nominated and elected by ballot at the first regular meeting of each school year. A majority vote of the active membership shall be necessary to elect.

ARTICLE VIII—Advisors

Section 1. The _____ chapter advisor shall be the vocational or related teacher of the _____ program. Other teachers in the school system who are interested may serve as advisors.

ARTICLE IX—Finances

Section 1. _____ chapter shall be responsible for state and national dues according to the number of individual members claimed in each membership classification, times the amount established for that classification.

Section 2. The _____ chapter advisor shall be responsible for the chapter finances and will furnish an annual report to the state advisor.

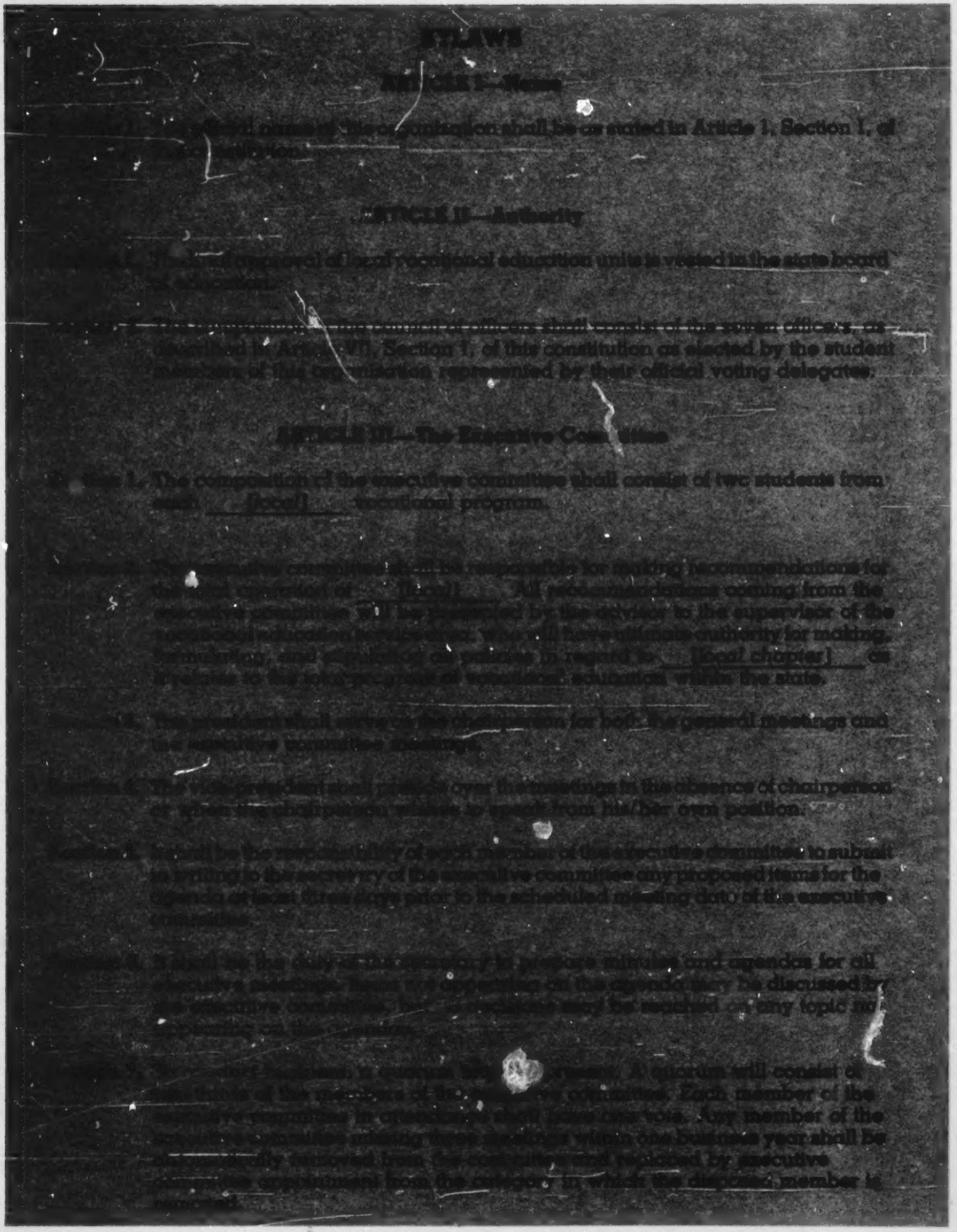
ARTICLE X—Symbolism, Motto, Pledge, Colors, Creed

[*Insert symbolism, motto, pledge, creed, etc. from the state or national handbook.*]

ARTICLE XI—Amendments

Section 1. To amend this constitution, the proposed amendment must be presented in writing by a local member to the president. The president will present the amendment to the membership where it must be approved by a three-fourths majority vote for adoption.

[*A review of the state and national constitutions may provide additional ideas to include in your local constitution. A rather detailed examination of both documents could also provide additional understanding of the organization.*]



BYLAWS

ARTICLE I—Name

The official name of this organization shall be as stated in Article I, Section 1, of the constitution.

ARTICLE II—Authority

The approval of local vocational education units is vested in the state board of education.

The executive committee officers shall consist of the [name offices] as described in Article VII, Section 1, of this constitution as elected by the student members of this organization represented by their official voting delegates.

ARTICLE III—The Executive Committee

Section 1. The composition of the executive committee shall consist of two students from each [local] vocational program.

The executive committee shall be responsible for making recommendations for the operation of [local] . All policy recommendations coming from the executive committee will be presented by the adviser to the supervisor of the [local] . The executive committee will have ultimate authority for making decisions and policies in regard to [local chapter] as it relates to the total program of vocational education within the state.

The president shall serve as the chairperson for both the general meetings and the executive committee meetings.

The vice-president shall preside over the meetings in the absence of chairperson or upon the chairperson's decision to speak from his/her own position.

It shall be the responsibility of each member of the executive committee to submit in writing to the secretary of the executive committee any proposed items for the agenda at least three days prior to the scheduled meeting date of the executive committee.

It shall be the duty of the secretary to prepare minutes and agendas for all executive committee meetings. Items on the agenda may be discussed by the executive committee. Decisions may be reached on any topic not

A quorum will consist of [number] members. A quorum will consist of [number] of the members of the executive committee. Each member of the executive committee present shall have one vote. Any member of the executive committee missing three meetings within the business year shall be automatically removed from the committee and replaced by executive committee appointment from the category in which the dismissed member is serviced.

Obtain a copy of the official handbook for the student vocational organization in your service area, and review any sections relevant to **establishing the organization.**

You may wish to arrange through your resource person to meet with an experienced student vocational organization advisor to discuss the steps he/she followed in establishing the organization, and to review any organizational materials he/she has on file.

If a student vocational organization in your service area is being organized in a school near you, you may wish to arrange through your resource person to attend an organizational and/or orientation meeting to observe the procedures followed, and to identify the responsibilities of the advisor, officers, and members in these procedures.

You may wish to arrange through your resource person to meet with a current or former student vocational organization member to discuss ways to motivate students to join the organization, and orientation approaches that were used successfully in this student's chapter.

The following items check your comprehension of the material in the information sheet, Establishing a Student Vocational Organization, pp. 7–16. Each of the ten items requires a short essay type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What is the reason for securing administrative support for the student vocational organization, and what are the steps in securing administrative approval?

2. What materials are available from the state advisor for local chapters to develop the local organization?

3. Who, besides the state advisor, is a source of help in organizing a local chapter?

4. What methods would be effective in getting students to share your desire for an active chapter?

5. Why is parental support for the student vocational organization important?

6. List some important agenda items to cover during an organizational meeting.

7. Why is **early** student involvement in the youth program important?

8. Why is local representation at district, regional, and state events important to your chapter?

9. What function does a well-planned orientation meeting serve?

10. How does a local chapter affiliate with the state and national organizations?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The local administrator is held accountable for all that goes on in the school. He/she should know how and where the local chapter fits into the total educational program. He/she should know how the teacher is using his/her time and that these efforts are in keeping with the function of the department and the school. The administrator gives the license for the operation of the student organization. Individual support on the part of the administrator also gives recognition and prestige to the program, so necessary in establishing the student vocational organization as a meaningful educational experience.

   You must first have a well-developed personal philosophy, a positive rationale for the student vocational organization. Then, meet with your administrator and show him/her appropriate materials relating to the benefits to student and school alike. Develop the administrator's enthusiasm and support by involving him/her in the youth program as an official member of the organization.

2. The organizational packet that must be used when establishing a local chapter can be obtained from the state vocational office. This packet may include an official guide or handbooks, state and national constitutions, a sample local constitution, a suggested program of activities, affiliation forms, supplies catalog, awards and contest information, and leadership materials. The advisor should request lists and sources of teaching aids pertaining to the organization such as motion pictures and slides. Also, get the names and addresses of state officers and state staff personnel and others who could be called upon for help.

3. Officers and/or instructors in nearby school systems are often a valuable source of assistance in the development of your student vocational organization. These individuals usually are eager to assist in such an effort because of the personal satisfaction they get from seeing the efforts of the organization expanded as well as the recognition and awards given by some state and national vocational youth organizations.

4. Take time during in-class instruction to study, review, and discuss the purposes, degrees, officers, activities, and dues. Present slides and discuss the activities of successful chapters. If possible, take students to a meeting of a successful chapter and prepare them to observe and ask questions about the organization. Be certain that your students understand what it takes to have a successful organization and are ready to assume their responsibilities.

5. Parents who are aware of the benefits of the youth program become a significant public relations tool in their communication about the youth activity to friends and acquaintances. This positive feedback can be one of the best reinforcers of your student vocational organization.

6. The organizational meeting should include explanations of the purposes of the organization; the organizational structure and the function of officers within the organizational operation; membership responsibility; local constitution; nomination and election of officers; dues; meeting dates; and affiliation requirements. (See your official handbook for more specific information.)

7. Early student involvement is the best way to "sell" students on the value and benefits of the organization. Work quickly to get all students actively involved in some aspect of the youth activity. Each organization has sufficient offices, committees, and awards and recognition programs to offer a wide range of student involvement possibilities. An involved student will probably be a motivated student, eager to improve the organization and thus himself/herself.

8. Local representation at district, regional, state, and national events brings the chapter together in a greater team effort. As the activities and accomplishments of other chapters are recognized, enthusiasm is created for improvement at the local level. These activities

also bring prestige and recognition to the school and community, reinforcing the need and rationale for the chapter's existence.

9. The orientation meeting provides the opportunity to examine, in detail, the programs and activities available to the members. Each member can scan the opportunities and zero in on an activity that may have some particular meaning for him/her. This initial effort must be well planned, with proper emphasis given to each activity, to create a chapter environment that includes a multitude of student options.
10. Get student assistance to establish a chapter, adopt a constitution and bylaws, and provide the charter fee and the charter membership dues. Complete the application form, secure administrative approval, provide the proper signatures, and submit the application to the state advisor. (See your official handbook for more specific information.)

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing a Student Vocational Organization, pp. 7–16, and/or in your official handbook, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

The following Case Study describes how an advisor established a student vocational organization in his service area. Read the situation described, and then explain in the space provided (1) the strengths of the advisor's approach, (2) the weaknesses of the advisor's approach, and (3) how the advisor should have treated his responsibilities.

CASE STUDY

Mr. Martin, a new vocational education teacher at Smithville High School, wanted to establish a student vocational organization in his service area. The other vocational programs at Smithville had long established, successful organizations, and Mr. Martin was somewhat envious of the rapport their advisors seemed to have with their students. He assumed that, as with most extracurricular activities, the socializing that went on brought teachers and students closer together and increased the teachers' popularity. In addition, some friends in his own service area who were teaching in other school districts had established chapters in their schools, and he looked forward to traveling to contests and getting together with them for some relaxation.

Mr. Martin wasn't quite sure how to go about establishing the new organization—being new to the school, he couldn't be expected to know the ropes, and none of his teacher education courses had dealt with the subject. He decided to write to the state advisor for his service area, assuming that everything he needed would be available from this person. Having written, Mr. Martin sat back and waited for the materials to arrive, since without them his hands were tied.

After the packet of materials arrived, Mr. Martin looked everything over, skimming the unnecessary sections on the history and purpose of the organization, but carefully studying the section on the proper procedure to follow in organizing a chapter.

Feeling ready to go, Mr. Martin announced in all his classes that a meeting would be held after school that day to organize a student vocational organization in this program. Mr. Martin was disappointed at the rather small turnout for the meeting, but was happy that those who attended seemed anxious to start a chapter. After explaining about dues, cost of pins and jackets, and the chapter contests they would be holding, Mr. Martin took a vote on setting up a local chapter and applying for a charter. The vote was unanimously in favor.

Mr. Martin, who had expected a favorable vote, passed out duplicated copies of the constitution and bylaws for the students to study in preparation for adopting them at the next meeting, and told the students that he would fill out and mail in the application for a charter. After the meeting, Mr. Martin felt confident that the chapter was off to a good start, and that membership would grow (even if he had to do a little "arm twisting" at first). . . .

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Martin's confidence may be short-lived—the chapter is off to anything but a good start, and if he wants a successful chapter, he will probably have to start over. Unfortunately, Mr. Martin will probably not start over, even when things begin to go badly, because he lacks the most important quality of a student vocational organization advisor—a solid understanding of, and belief in, the purposes and values of the student vocational organization. He sees it as little more than a social club, and what is worse, one which is mainly designed for **his** benefit.

Such a misconception might have been corrected had he taken the time to read the sections in the official handbook on the history, purpose, values, etc., of the organization, and to study and really think about the meaning of the organization's creed and the responsibilities of the advisor. These are not irrelevant window dressing in the official manual. They provide the framework within which any meaningful student vocational organization is established, and they are concepts which the advisor is expected to communicate to students **before** any vote is taken on forming a local chapter.

Even though Mr. Martin's teacher education program did not provide him with a meaningful rationale for his student vocational organization or the steps to follow in establishing a chapter, there was ample opportunity for him to learn what the organization was all about, as well as to get help in planning to organize and in motivating and orienting students. Advisors in the student vocational organizations in the other service areas in his school were one source of help. Help more specific to his needs was available from his colleagues in other schools, and from current and former members of their organizations.

Mr. Martin was correct in writing to the state advisor for information and materials, but there was a lot more he could and should have done to get things moving. Being new to the school is no excuse for not attempting to find out what procedures exist in his school for establishing any new youth group. Any student vocational organization advisor could have told him that he would be expected to obtain approval from his school administration, and could have given him some ideas on the kind of "case" he should be prepared to present.

Instead of doing nothing until the materials arrived, and then immediately holding an organizational meeting, Mr. Martin should have spent time introducing students (during class, and in informal discussions) to the idea of a student vocational organization and assessing their interest in forming their own chapter. Interest already existed among some of his students (those who showed up at the meeting). Before any vote was taken, these students could have been asked to form a committee to talk to their peers and discover how they felt about organizing a chapter.

Mr. Martin failed to discuss the essential aspects of the student vocational organization (dues, pins, and jackets are important, but without a solid rationale, they are just meaningless paraphernalia). He also ignored his responsibility to see to it that students realized the organization was their **own,** and to develop the leadership potential of his students. He completely took over some of the steps in establishing the chapter in which students should have been actively involved: planning the organizational meeting, developing and revising the constitution and bylaws, and applying for a charter.

Mr. Martin's failure to actively involve students in establishing the new chapter makes it unlikely that it will be successful. Without a solid foundation in the purposes and values of the organization, and a sense of personal responsibility for making it grow, the original members will probably not make very good ambassadors for the organization. Mr. Martin's plan to use "arm twisting" to increase membership, instead of developing an orientation program to explain the goals, benefits, and activities of the organization, is consistent with his other methods. What it is not consistent with is a healthy, active, self-renewing student vocational organization.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing a Student Vocational Organization, pp. 7–16, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Establish a Student Vocational Organization (H–2)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In establishing a student vocational organization, the teacher:						
1. informed the school administration of the need for a student vocational organization	☐	☐	☐	☐		
2. outlined for the administration the philosophy and purposes of the suggested student vocational organization	☐	☐	☐	☐		
3. described for the administration the role and responsibilities of the advisor	☐	☐	☐	☐		
4. obtained from the state department all procedures, forms, and materials necessary for organizing a student vocational organization	☐	☐	☐	☐		
5. explained the purposes and values of the student vocational organization to prospective members and their parents	☐	☐	☐	☐		
6. involved members and advisors from other organizations in promoting the organization	☐	☐	☐	☐		
7. organized and assisted a student committee to assess student interest in forming a student vocational organization	☐	☐	☐	☐		
8. conducted an organizational meeting for a student vocational organization which included:						
a. an explanation of the purposes of the student vocational organization	☐	☐	☐	☐		
b. a discussion of the responsibilities of the student vocational organization to each member, the school, and state and national organizations	☐	☐	☐	☐		
c. an explanation of the organizational structure of the student vocational organization	☐	☐	☐	☐		
d. an explanation of the responsibilities of members and officers	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
9. obtained a sample constitution for a local chapter from the state department	☐	☐	☐	☐		
10. assisted students in developing, revising, and finalizing the constitution and bylaws for the local chapter	☐	☐	☐	☐		
11. oriented students to the degree and awards program of the student vocational organization	☐	☐	☐	☐		
12. oriented students to the local, district, state, regional, and national student vocational organization activities	☐	☐	☐	☐		
13. organized the chapter in a manner which fulfilled the requirements set up by the state and national organizations	☐	☐	☐	☐		
14. obtained, completed, and returned all forms needed for affiliation with the state and national organizations	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

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Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

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